DOCUMENT RESUME

ED 197 771 JC 810 035

TITLE The Humanities Curriculum in Washington's Two-Year Colleges: Reports #1 - 9.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE [80]
NOTE 22p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Advisory Committees: College Faculty: *Community Colleges: Courses: Curriculum Enrichment: Enrollment: Financial Support: *Humanities: Publicity: *State Programs: Student Recruitment: Teacher Characteristics: Two Year Colleges: Vocational Education: Workshops
IDENTIFIERS Center for the Study of Community Colleges CA: *Washington

ABSTRACT

This series of nine brief reports summarizes the initial findings and activities of a project undertaken by Washington State and the Center for the Study of Community Colleges to examine and enhance the humanities within Washington's 27 community colleges. Report number 1 rank orders 12 humanities disciplines according to the number of credit courses and sections offered at the colleges during Fall 1979. Report number 2 examines the following characteristics of humanities faculty members: ethnicity, full-/part-time status, and highest degree earned. Report number 3 discusses the promotion of the humanities by the colleges, focusing on publicity, student recruitment, and faculty involvement in community service. Report number 4 presents a synopsis of the activities of a practitioner workshop, during which campus project funding and the use of humanities advisory committees were discussed. Report number 5 examines the opinions of humanities faculty toward the state of the humanities at their colleges, and Report number 6 contains Arthur M. Cohen's address to the inaugural meeting of the Washington State Humanities Project. Report number 7 details the outcomes of a workshop held to assist practitioners in writing funding proposals. Report number 8 examines enrollment in humanities courses during Fall 1980. Finally, Report number 9 summarizes the activities of a workshop on the role of the humanities in vocational education. (JP)

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THE HUMANITIES CURRICULUM IN WASHINGTON'S TWO-YEAR COLLEGES: REPORTS #1 - 9.

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
LOS ANGELES, CALIFORNIA

1980

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THE HUMANITIES CURRICULUM IN WASHINGTON'S TWO-YEAR COLLEGES: REPORT # 1

The following is a summary of a twenty page report on the humanities curriculum in the 27 community colleges of Washington. The report was prepared by the Center for the Study of Community Colleges as part of its work on the "Revitalizing the Humanities in the Community College" project funded by the National Endowment for the Humanities. An overall view of the curriculum was obtained by tabulating the courses and sections listed in each institution's Fall 1979 class schedule. Except for English as a Second Language, only college level courses were included.

A total of 894 credit courses and 1222 sections were listed. These included both scheduled and non-scheduled classes. An additional 95 non-credit courses (mainly in foreign language and English as a Second Language) were offered generally under the Community Services/Continuing Education division. These figures are based entirely on the class schedules and do not reflect the course and section cancellations that occur once the quarter has commenced.

Foreign language courses, including English as a Second Language, made up 26.6 percent of all humanities courses offered. History was the next largest discipline (17.5%), followed by literature (13%) and philosophy (8%). (See Table 1) Every college offered at least one course in these disciplines, and certain colleges had exceptionally strong offerings. Bellevue, Clark, and Columbia Basin had extensive language programs both in the number of languages offered and the availability of different levels within the languages. A number of colleges had available at least two credit level courses for the three major foreign languages - Spanish, French, and German. Several colleges enriched their foreign language programs by non-credit conversational courses. The largest English as a Second Language program was offered by Seattle Central.

The history curriculum centered around the U.S. history courses and world or western civilization courses. The largest history program was found at Highline. The staple of the literature curriculum was either the Introduction to Literature or Survey of American or British literature followed by a genre course. Clark College and Columbia Basin had the most extensive offerings in this discipline. Basic to the philosophy curriculum was the introductory course followed by the introduction to logic. The largest number of philosophy courses were offered by Green River.

None of the other disciplines were offered in all 27 colleges. In terms of the number of courses offered and the percentage of the total humanities curriculum they were in descending order: political science (8%), history/appreciation of music (5.3%), history/appreciation of art (4.8%), cultural anthropology (4.4%), interdisciplinary humanities (4.1%), ethnic/area studies (3.8%), history/appreciation of theater and film (2.1%), and cultural geography (1.6%). (See Table 1)

Some minor variation in the above order appeared when the number of sections offered within each discipline were examined. However, with the exception of foreign languages and to a lesser degree literature, the relationship between courses and sections as a percentage of the total curriculum was quite close. (See Table 1)

American government formed the core of the political science offerings; the next most frequently offered courses were an introductory/survey and an international relations course. The largest number of political science courses were offered at Bellevue. The survey or appreciation course dominated the offerings in both music and art. The music survey course was followed in frequency by a course on jazz. Anthropology offerings were limited, and the course most frequently offered was an overall survey of man's cultural, social, and biological origins. Within the interdisciplinary humanities discipline a survey course, sometimes team taught, was the unifiying element in a group of otherwise quite diverse offerings.

Courses under ethnic/area studies were offered at five colleges. The program at Shoreline was clearly the largest, not only in the areas covered but in the number of courses offered and in the range of subject matter. When offered at all, history/appreciation of theater and film and cultural geography were presented through a single survey course.

In many cases the most extensive programs were located in the larger institutions. Small colleges, perhaps due to limited resources, may not have found it feasible to offer a variety of courses in the humanities area. However, the instructors at a given campus may well be the primary factor behind program strength.

An observation that was consistent across all the colleges was the degree to which curriculums within the various disciplines duplicated those found in four-year institutions. The large number of general introductory course surveys seemed to indicate that the curriculum is designed primarily for the AA or transfer-oriented student. Conversely, the general lack of specialized humanities courses - more apparent in some colleges than others - seemed to point to the necessity of designing courses to meet the educational needs and interest of non-transfer students.

The curriculum report will be supplemented by enrollment data for all the courses and sections within the various disciplines. Enrollment data are now being collected by the Facilitators on each campus and will be tabulated and analyzed by the Center for the Study of Community Colleges. Together the curriculum and enrollment information will provide baseline data in order to examine current patterns and to measure and assess future trends.

TABLE 1

Percentage of Credit Humanities Courses and Sections by Discipline

	Courses (N=894)	Sections (N=1222)
Foreign Language/ESL	26.6	31.0
History	17.5	17.1
Literature	13.0	11.1
Philosophy	8.0	8.0
Political Science	8.0	7.3
Music	5.3	4.9
Art	4.8	4.5
Cultural Anthropology	4.4	4.7
Interdisciplinary Humanities	4.1	3.7
Ethnic/Area Studies	3.8	4.0
Theater/Film	2.1	1.5
Cultural Geography	1.6	1.7

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FACULTY SURVEY: REPORT # 2

The two-year college teaching field is predominately male with a ratio of two to one. This same ratio was found in the Center for the Study of Community Colleges 1975 nationwide study of community college faculty. Washington's two-year college instructors tend to be somewhat older and fewer are from ethnic minorities than their counterparts nationwide. Among the Washington faculty 21 percent are 35 or under and 94 percent are Caucasian compared to the national sample where 32 percent were under 35 and 91 percent were Caucasian. Half of Washington's faculty are between 36 - 50, and Asian/ Pacific Islanders constitute the largest minority group (2%).

Twenty-three percent of the faculty are considered part-timers, the same proportion as in the national sample. As a group Washington's two-year instructors are experienced and do not move from one institution to another. Nearly a third (31%) have taught in their current institution between 5 - 10 years and over a third (37%) between 11 - 20 years. The latter figure is particularly striking when compared to the national data where only 14 percent had taught in the same institution for that length of time. Because of this teacher stability, relatively few instructors have taught less than two years in their current college and those in this inexperienced group are primarily part-timers.

When asked about their highest degree, nearly two-thirds (64%) stated that they have a Masters. Sixteen percent have earned a Bachelors and twelve percent a Doctorate. More non-humanities faculty hold the Bachelors as their highest degree than humanities instructors. In the 1975 nationwide study 31 percent of the two-year college faculty indicated that they were currently working toward a higher degree, with the vast majority of those in doctoral programs. Interestingly, only 17 percent of the Washington faculty are now in degree programs and more are working towards a Masters than a Doctorate.

This information was gained as part of "Revitalizing the Humanities in the Community College", a State Board for the Community College Education project funded by the National Endowment for the Humanities. One of the Project activities was a survey of the faculty in Washington's two-year colleges conducted by the Center for the Study of Community Colleges. Further analyses of the data are being made and more reports will be forthcoming on faculty attitudes and instructional activities in the humanities.

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PROJECT REPORT # 3: THE FACULTY AND THE COMMUNITY

The importance of the community as a key factor in strengthening the humanities is recognized by faculty in all teaching areas. In fact, faculty rank a community that is concerned with the humanities as the second most needed factor -- the first being administrative support to stimulate the humanities on their campus. There is strong agreement that community service activities in the humanities serve to increase enrollments in humanities credit courses. Similarly, nearly all the respondents (90%) felt that the community service division should offer more humanities related events as a way of increasing community participation. Not unexpectedly, many more humanities instructors desired help in ways to engage in humanities-related community service activities than did their counterparts in the non-humanities disciplines.

A considerable difference exists between the humanities and non-humanities faculty in terms of advertising classes in the community to recruit more students. Only a quarter of those teaching in non-humanities areas have done so, as compared with two-thirds of the humanities instructors. Perhaps the latter group see a greater need to recruit students and thus have assumed a more aggressive posture. However, only 20 percent of the instructors - regardless of teaching area - have personally gone to the high school to advertise and recruit.

Since an integral part of the Project is to seek ways to increase the interaction between the college and the community in terms of humanities offerings and activities, it is also important to know in what community organizations faculty participate. Therefore, the Faculty survey contained questions designed to elicit such information.

Linking the humanities with the community should be a natural outgrowth of the instructors' participation in community organizations or groups. Ninety-one percent are involved in one or more groups, and only nine percent do not participate in any. The instructors tend more to affiliate with religious institutions than they do with any other type of association.

When instructors in humanities disciplines and those in non-humanities disciplines are examined separately, different interests and emphases appear. Humanities instructors participate most frequently in cultural organizations such as a museum, library, or theatrical group, followed secondly by religious institutions. Two types of groups, environmental/social action and personal interest, rank third with 27 percent of the humanities faculty participating in these. Among non-humanities faculty personal interest groups follow religious institutions in terms of the number who participate with school organizations (i.e., PTA, Advisory Council) ranking third.

On the basis of the findings reported here, three action-oriented recommendations are made. First, since a large number of humanities faculty have used advertising in the community as a recruiting mechanism, those approaches that

have proven most successful should be shared with other instructors and with other campuses. Second, recruitment specifically for the humanities is not being actively pursued at the high school level. This is an area where individual instructors and/or groups can mount a more vigorous effort. Third, while the activities of the community service division are beneficial in promoting the humanities in the community, in the eyes of the faculty the full potential of community service is not being utilized. More involvement by humanities faculty in the community service division and more cooperative efforts between the two groups in planning and implementing activities may maximize this potential.

This information was gained as part of "Revitalizing the Humanities in the Community College", a State Board for Community College Education project funded by the National Endowment for the Humanities.

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PROJECT REPORT # 4: MAY WORKSHOPS

The first two of a series of workshops planned for the Humanities Project were held at the Olympia Education Center on May 15 and at Shoreline College on May 16. Participants included Campus Facilitators, Community Services Coordinators, and Occupational Liaison people from the South, North, and King County Consortia. David Story, Arthur M. Cohen, Steven Van Ausdle, and Allen Gates were workshop leaders.

Mr. Story reviewed the procedures to be used for Funding Campus Projects to Revitalize the Humanities. He distributed packets containing project application materials, describing the forms, and explaining the necessity for application deadlines. Preliminary proposal applications are due by September 30.

Mr. Cohen, Mr. Van Ausdle, and Mr. Gates discussed the Formation and use of Lay Advisory Committees for the Humanities. Mr. Cohen described the general purposes of such committees as support groups and specific aids to the humanities faculty and programs. He sketched how staff members in several college districts had attempted to form advisory committees, noting in particular the pitfalls: chancellors' desires for advisory committees without faculty involvement; inter-college ad hoc faculty groups that could not agree on the procedures to follow in establishing the committees; and committees that were formed without a sense of purpose.

Mr. Van Ausdle of Walla Walla Community College traced the purposes and uses of advisory committees in the occupational programs. He pointed out that under the rules of occupational program funding such groups are required to meet annually. Some meet more often because they want to be involved in program activities, hence they are effective in assisting and advising the staff.

Mr. Gates led the group through the steps he took in forming the advisory committee to the humanities at Clark College. As division chairperson he tested the notion on his faculty and about two-thirds of them agreed to participate in forming the committee. They received funds for a faculty retreat so that they could discuss procedures, agreed on a list of people to invite, established a nine-person committee, and had their first meeting in the spring. The committee will meet quarterly.

Mr. Story will conduct a workshop on these topics for the East Consortium at Big Bend on May 23. And at Spokane on July 9 Mr. Cohen and Florence B. Brawer of the Center for the Study of Community Colleges will discuss specific ideas for campus projects that can be funded. Subsequent workshops will be concerned with procedures for conducting student and community surveys, the humanities in occupational, remedial, and community service programs, interdisciplinary courses, and strategies for increasing enrollments.

The workshops are being conducted as part of "Revitalizing the Humanities in the Community College", a State Board for Community College Education project funded by the National Endowment for the Humanities.

PROJECT REPORT # 5: THE FACULTY AND THE HUMANITIES

Nationwide most humanities instructors recognize that the importance of the humanities in the community college has diminished. However few of them are attempting to counter this trend.

Do faculty in Washington's community colleges share the perception that the humanities are endangered? If so, what are they doing to combat or reverse this situation? What factors do faculty perceive as critical to assist them in their efforts to strengthen the humanities. Information obtained from the Faculty Survey answers these questions. This reports stems from the responses of the 687 humanities instructors.

The humanities faculty in Washington concur with their counterparts nationwide that the humanities are on the decline on two-year college campuses. Nearly three-fourths feel that the community colleges are being relegated to a technical/vocational role, and over fifty percent agree that the diminished importance of the humanities on their campus is a result of internal forces. Less than half of the instructors reply affirmatively to the statement,"Exciting developments are taking place in the humanities on this campus."

Their own courses have been the focal point of their efforts to strengthen the humanities. Three-fourths have changed the format and content of a course; two-thirds have advertised their class on campus and in the community in order to recruit more students; and a half have changed the catalogue description of at least one of their courses. After actions involving their own classes, the next most popular faculty activity has been to develop an extra curricular offering, such as an exhibition or a community forum. Although the importance of counselors as a means of recruiting students to the humanities is widely acknowledged by instructors, only a third have met and worked with counselors on advisement policies for the humanities. Again, while 90% of the humanities instructors endorse interdisciplinary courses as a positive step toward enhancing the humanities, only 25% have actually planned and implemented such a course. Even fewer faculty have conferred with community leaders in an effort to enrich the cultural life of the area through the college. In short, faculty's response to the declining role of the humanities in the community college has been largely confined to modifications and experimentation within their established courses.

What other factors would contribute to enhancing the humanities? In the eyes of the humanities faculty, the most effective way is to require students in occupational programs to take a humanities course. Interestingly, two other methods by which occupational students can be exposed to the humanities -- formating humanities courses in terms of modules and offering humanities modules in non-humanities courses -- are considered by faculty as least effective. The traditional credit course remains central to the faculty's view of the humanities. Other desireable steps are in rank order: offering more interdisciplinary courses; publicizing humanities courses; having counselors better informed about humanities courses; increasing humanities requirements for the A.A. degree; working more closely with continuing education/community service division to present humanities offerings. Offering humanities through forms other than course-related presentations comes last.

The active support of the administration is seen as the key factor in strengthening the humanities on the campus. Next is a community that is interested in and involved with the humanities. Close to a third of the instructors feel that the opportunity to attend outside meetings or workshops and instructional development grants are important. Only slightly less important are the active involvement of their colleagues in the humanities and the cooperation of faculty from other areas with 29% and 28% of the faculty respectively noting these. In the opinion of the faculty, the least important factor is in-service credit toward augmented salary.

Both full and part-time faculty concur on the degree of importance of the various factors. However, it should be noted that a larger number of part-time faculty desire an opportunity to attend off campus meetings and workshops and to have outside consultants hold workshops on campus. Colleges are employing ever larger numbers of part-time faculty. In the 1975 nationwide study 24% of the humanities instructors were part-time while in Washington 31% of the faculty checked the part-time category. Consequently colleges will need to seek ways to draw this expanding group into campus efforts such as the Humanities Project and to attend to their desire for professional growth and development.

This information was gained as part of "Revitalizing the Humanities in the Community College", a Washington State Board for Community College Education project funded by the National Endowment for the Humanities.

PROJECT REPORT #6: THE SPOTLIGHT IS ON WASHINGTON

John Terrey has spoken as a humanist and a concerned state administrator. Fortunate is this community college system that has at its head a man who combines both qualities. David Story has spoken as the project coordinator and as such he is a key to the project's success. Stanley Turesky has come here from the Endowment and commented on the background of the project. He is a federal agency representative with a real concern for the areas in his scope of interest. Two center staff members have reported on activities to date: Florence Brawer has commented on the faculty survey and Randy Beckwith has discussed our findings on curriculum. Now I would speak of the Center's role in the project and discuss with you what we will be doing during the next three years.

Florence, Randy, my other associates, and I are both educational researchers and advocates of the humanities in community colleges. In our capacity as researchers we analyze and criticize the ideas surrounding community colleges nationwide. We also conduct formal studies of community college faculty, curriculum, and instructional practices. As advocates for the humanities we study the humanities, write reports and publish papers about them, speak on their behalf at meetings and conferences. We also assist fledgling organizations such as the Community College Humanities Association, formed last November in New Jersey. We are determined to assist the community colleges to maintain their commitment to the liberal arts.

For the past six years, the National Endowment for the Humanities has been concerned with the humanities in community colleges. In December 1973 I was called into the Endowment to speak with staff members about what they might do to enhance the humanities in these institutions. They knew they could not merely throw money at them; they do not have unlimited funds at their disposal. They were concerned with discerning the subtlties of what is influential in maintaining enrollments in the humanities and in expanding them into curriculums in addition to their traditional place in the transfer programs.

As a way of helping the Endowment find direction for their efforts my colleagues and I at the Center for the Study of Community Colleges began a series of research activities and reports. In 1974 we did a review of all the literature pertaining to the humanities in two-year colleges and published three reports on the faculty, the students, and on curriculum and instruction. In 1975 we did a survey of the faculty teaching the humanities in community colleges nationwide and reported our findings in numerous papers and in a book published by Praeger Publishers. In 1977 we did a survey of curriculum, enrollments, and instruction in humanities courses in community colleges across the country and reported our findings in several papers and a monograph. In 1978 we did case studies of the humanities in 20 colleges wherein we interviewed numerous staff members, asking why humanities enrollments were increasing or decreasing; these studies were reported in a monograph. In brief we have been deeply involved with the humanities in community colleges nationwide for the past six years and we have learned a lot about the status of this important area of study.

I will not recount our findings here. Several publications that are available to you report the details of our studies in all the areas. Suffice to say that the enrollments in humanities have been decreasing at a time when overall college enrollments are increasing. The increases are in the occupational, remedial, and community service areas, three places where the humanities have been, if not absent, then severely underrepresented. In the community colleges the humanities are centered almost exclusively in the transfer programs and as these programs account for a decreased percentage of the total community college effort, the humanities decline along with them.

I am sure you are not surprised to hear that the transfer programs are diminishing in community colleges and that the humanities are diminishing accordingly. The chief reason seems to be that the past 15 years have seen a curious inversion in American education. Whereas earlier most people who wanted jobs applied to businesses for bottom-rung positions or became apprentices in crafts, now they go to school seeking to be prepared for employment. Whereas earlier most people who wanted to study the humanities went to college, now the dominant form of humanities study is through the bookstores, theatres, record shops, and publicly available media. Do not look for villains: this inversion is a result of numerous forces in our society, not least of which is the education establishment itself which attempted to gain widespread support for postsecondary education by emphasizing how it would enhance the development of a trained work force. There is much political capital to be gained through suggesting the schools can provide trained workers; there is little advantage in telling a legislator that college prepares citizens who are more able to understand themselves, their heritage, and their environment.

Yet the Endowment is charged with stimulating the humanities nationwide and, because of their interest in community colleges, they have been generous in their support of community college programs. In recent years grants have gone to individual community college projects through the Endowment's Education Division and funds have been made available for university resident and individual fellowships for community college instructors through the Fellowship Division. The Endowment has awarded consultant grants whereby the humanities staff at a community college may apply for funds to bring in consultants who can offer advice on program modification. The Endowment is supporting summer seminars for community college instructors; five seminars on topics of concern particularly to community colleges will take place this summer. The Endowment has made chairman's grants and pilot grants available to individual institutions and to faculty members who wish to develop proposals on humanities-related themes.

All these have been grants to single institutions or individuals. Now, for the first time, the Endowment has awarded a grant to an entire state system. This project is testing the proposition, can funds run to a state system through a state office enhance the humanities in the community colleges of that state? We believe that a state board office can be extremely effective in enhancing the humanities in the community colleges and we believe as a result of this project the humanities will once again find their place as a central focus of attention in the community colleges of Washington. And so they must for a college without the humanities is a college without intellect; and a college without intellect is no college at all. This project spotlights the community colleges of Washington. They will act as an example for colleges across the nation, showing how an entire state system can infuse the humanities into all its programs.

The Center for the Study of Community Colleges is the assisting agency in this project. Our work will take several forms. We will collect information on faculty, curriculum, and enrollments in order to compare Washington with the rest of the nation. We will collect baseline information so that we can compare the status of the humanities in Washington community colleges at the beginning and at the end of the project. We will assist the core group and the consortia in finding ways of stimulating the humanities in off-campus programs. We will help people on the campuses prepare proposals for funding and assist them in finding channels for funds beyond those that the State Board is able to provide through this project. We will work with the faculty on specific ideas of how to do the humanities in association with occupational programs and how to build the humanities into developmental and community based activities. We will help in publicizing the project, disseminating information and writing papers for national distribution. We will work with the project coordinator on analyzing data already available in the State Management Information System. We will assist in preparing an inventory of exemplary people and programs. We will help the colleges arrange to collect information on the health of the humanities routinely and on a continuing basis. We will work with the consortia and the faculty at individual colleges in any way that we can. Our intent is to assist this project in revitalizing the humanities.

There is much for all of us to do. Just this morning the University of Washington staff members were discussing articulation between your colleges and their institution. They described procedures for gaining approval for courses that will meet the general education humanities requirements for the transfers. The conversations were lucid but I could not help reflecting on the fact that more than 90% of the students in your colleges will not transfer to any university. That is not a contrived figure, it is a datum that you can find in your own individual college reports and in the Factbook published annually by the State Board. What to do? Fifteen years of ignoring, rationalizing, or denying the fact that the community colleges are serving a clientele that is predominantly headed for the work place or for other lifetime pursuits without the benefit of a baccalaureate degree is enough. There is little value in saying that those students don't belong in college at all, or that it's the universities fault that they do not transfer, or that it's the community college administration's fault that we tend to emphasize occupational and developmental education. There is no place to hide: the demography and the trends of the '80s suggest more, not less pressure on the transfer function. For the humanities to survive in community colleges we must address them to that 90% who will not transfer. Yes, it is important to maintain the humanities in the transfer program; there is no question that university-bound students should have access to humanities programs in the two-year colleges. But we must work to build the humanities into the occupational, remedial, and community services areas so that all our students are exposed to the best ideas of human thought, to the ideas that will enable them to better understand their own lives, where they came from, where they are going.

This is our opportunity for strengthening the humanities in all areas of community college education in Washington. And it is your project. Within 2½ years the project is over, we are gone, you are left. The future of the humanities in Washington community colleges is in your hands. As John Terrey said, "We may never have this chance again." Let us work together to insure the revitalization of the humanities in the community college.

Presentation by Arthur M. Cohen to the inaugural meeting, Washington State Humanities Project, Highline College, April 8,1980

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PROJECT REPORT # 7: JULY WORKSHOP

Following is a report on the workshop for preparing proposals for funding through the Washington State Humanities Project, July 8, 1980, Ridpath Hotel, Spokane.

Florence Brawer and Arthur Cohen conducted the workshop. In attendance were approximately 24 instructors, facilitators, deans of instruction, and community services liaison people from the Washington community colleges.

The workshop began with a general introduction about the background and purposes of the Project and the Center's role in it. Mr. Cohen paged through the guidelines with the participants and stressed the importance of their staying within those parameters. He noted also that projects that had the potentiality of being useful throughout the state were of higher priority than those that had applicability only on one campus. Projects that tended to link practitioners across campuses were seen as critical.

After reviewing the guidelines and sharing general ideas, the group separated into two approximately equal parts with Ms. Brawer leading one group and Mr. Cohen the other. Cohen's group discussed:

- An arts festival combining funding from the Humanities Project and the Washington Arts Commission;
- The uses of underground shelters, their aesthetics, their energy saving features;
- Obtaining materials from the Center for Humanities to be used in faculty development for those humanities instructors who may not recognize the themes interelating the humanities;
- The organization of lay advisory committees to the humanities program;
- Assessing the community to determine major employers who would make jobs available for graduates of humanities courses and inviting those employers in to speak about those opportunities;
- The humanities in occupational programs -- some examples are: the ethics of pricing in auto repair programs and shopping center design for students in merchandising programs;
- Providing programs for senior citizens after assessing what programs they would want.

Brawer's group discussed:

- An in-service workshop to prepare faculty to teach interdisciplinary courses;
- A credit or non credit course geared to both vocational and humanities students and dealing with students of different ages;
- A course about women and the history of arts to be offered in high schools as a community service;

- A mini-course for senior adults to involve them in course-planning, involve them in writing their autobiographies and involve them in studying the changing concepts of aging as presented in films;
- Develop mini-courses in different aspects of American literature to be placed into basic education courses or remedial courses for occupational students;
- Video-taping and evaluating methods of instruction as a way of dealing with issues from the perspective of humanities and non-humanities faculty. This video tape will be used to encourage dialogue in the classroom and to enhance communication among various faculty members;
- Assessing the need for a language lab among the students and discussing the importance of Spanish for law enforcement, medical personnel, communications and social service people;
- Recruiting talented high school students to enroll in the humanities in community colleges rather than at the state universities. It was suggested that a summer honors program, much like a science fair or a week-end workshop for talented high school students would be developed;
- Develop interdisciplinary courses to be incorporated into vocational programs. One college has already incorporated social science modules into vocational programs and would be interested in interdisciplinary humanities.

Dela Riggs from the Washington Humanities Commission also attended the workshop and discussed the correspondence in funding guidelines between the Commission and the Project. Cohen and Brawer emphasized the need for specificity, saying that a proposal to offer a specific theme to a particular group of students would be much better than something that would just talk about the humanities at large to people in general. A second emphasis was to be on dissemination; either a report to be sent to all the campuses on exactly how the idea was implemented or a way of taking the project director to the consortia meetings or to the other colleges where that person could teach others how to do it. A recipe or cookbook notion was seen as a useful idea.

The group seemed most interested in the funding process but is as yet not fully cognizant of the overall scope of the project. This will demand additional workshops and reporting as we go along.

We offered the assistance of the Center staff through phone or mail in reviewing ideas preliminary to the preliminary proposals.

The workshop is being conducted as part of "Revitalizing the Humanities in the Community College", a State Board for Community College Education project funded by the National Endowment for the Humanities.

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PROJECT REPORT # 8:

HUMANITIES ENROLLMENT IN WASHINGTON'S TWO-YEAR COLLEGES

This is a report on enrollment in humanities courses for Fall 1979 prepared by the Center for the Study of Community Colleges as part of its work on the "Revitalizing the Humanities in the Community College", a State Board for Community College Education Project funded by the National Endowment for the Humanities. The data were collected to examine current enrollment patterns in Washington's two-year colleges and to use as baseline information against which to assess future trends.

A two step procedure was followed to obtain the data. First, using each institution's Fall 1979 class schedule, Center staff listed all courses and sections in the subject disciplines that fall under the rubric of the National Endowment for the Humanities: history/appreciation of art; history/appreciation of music; history/appreciation of film and theater; cultural anthropology, cultural geography, foreign languages; literature; history; philosophy; political science; interdisciplinary humanities; and ethnic or area studies. Except for English as a Second Language only college level courses were included. Both credit and non-credit courses were listed, but under separate categories.

These lists were then sent to the Facilitators on each campus who were asked to provide tenth day and final enrollment figures for each of the designated courses as well as indicating course and section cancellation. Tenth day enrollment was used to conform with the statewide method for counting course enrollments. The final enrollment figure was intended to reflect the number of students completing a course and receiving a grade. However, in some cases the final enrollment figure was greater than the tenth day due to the procedure of permitting official adds after the tenth day but not including them in that count. Therefore, the final figure cannot be considered as representative of course attrition.

Table 1 shows both the number of students enrolled within each discipline and the percentage of the total humanities enrollment.

Table 1

Credit Enrollments for Fall 1979

Humanities Area	Tenth Day	Percent of Humanities Enrollment	Final Enrollment	Percent of Humanities Enrollment
Foreign Language and English as a Second Language	5703	25	5162	26
History	4463	20	4077	20
Philosophy	2427	11	2206	11
Literature	2109	9	1963	10
Political Science	1602	7	1486	7
Cultural Anthropology	1347	6	1302	6
Art	1298	6	1225	6
Music	1110	5	1025	5
Interdisciplinary Humanities	941	4	862	4
Ethnic/Area Studies	582	3	497	2
Cultural Geography	479	2	432	2
Theater/Film	308	1	279	1
Total Humanities Enrollment	22,369		20,516	
Total Community Colleges Enrollment	194,429			

Foreign languages enroll the greatest number of students. While this differs from nationwide figures (see Table 2) where foreign languages had the third largest enrollments, it is entirely congruent with the proportion of foreign language courses in the humanities curriculum in Washington (see Table 3). Spanish is the most popular language in Washington's two-year colleges as reflected in the number of Spanish courses offered and the fact that Spanish accounts for over a third of all foreign language enrollments. English as a Second Language (ESL) has almost overtaken French as the second most popular language. The same pattern was also

found nationwide in 1977.

Table 2

Percentage of Humanities Enrollments by Discipline
Nationwide -- Spring 1977

Humanities Area	Percentages of Total Humanities Enrollments
History	25%
Political Science	19%
Foreign Language/ESL	12%
Literature	11%
Liberal Arts (Interdisciplinary Humanities, Theater & Film)	10%
Philosophy	7%
Art	5%
Music	3%
Cultural Anthropology	3%
Ethnic/Area Studies	2%
Cultural Geography	1%

Table 3

Percentage of Humanities Courses and Sections
by Discipline in Washington - Fall 1979

	Courses (n=894)	Sections (n=1222)
Foreign Language/ESL	26.6%	31.0%
History	17.5%	17.1%
Literature	13.0%	11.1%
Philosophy	8.0%	8.0%
Political Science	8.0%	7.3%
Music	5.3%	4.9%
Art	4.8%	4.5%
Cultural Anthropology	4.4%	4.7%
Interdisciplinary Humanities	4.1%	3.7%
Ethnic/Area Studies	3.8%	4.0%
Theater/Film	2.1%	1.5%
Cultural Geography	1.6%	1.7%

History has the second largest enrollments; philosophy has the third The popularity of philosophy within Washington--both in terms of its place in the curriculum and the number of students enrolled--contrasts with its position in the nationwide study. Nationwide philosophy was only available in 64 percent of the colleges while all 27 colleges in Washington offered at least one course, and nationwide it was sixth among all the humanities disciplines in enrollments.

Nine percent of the total humanities enrollments are in literature. This makes it the fourth largest discipline, the same position as it had in the nationwide study. However, it should be pointed out between 1975-1977 literature enrollments decreased the most dramatically (13%) of all the humanities disciplines. The difference between the proportion of literature courses in the humanities curriculum and its proportion of enrollments is further evidence of its declining appeal for community college students.

Political science has the fifth largest number of students with seven percent of all humanities enrollments. Although this figure closely matches the proportion of political science courses within the humanities curriculum in Washington, it is considerably different from the position political science has nationwide (see Table 2). This is probably due to the large number of colleges and technical institutes in other states that require American government for all regularly enrolled students.

Cultural anthropology, art, music, interdisciplinary humanities, ethnic/area studies, cultural geography, and history/appreciation of theater and film follow in that order in their proportion of enrollments in the humanities. The relatively low enrollments found in some of these disciplines suggest that their position within the college curricula is indeed tenuous.

When enrollments in humanities courses are examined in relationship to total college enrollments, it is apparent how few community college students in Washington take courses in the humanities. In Fall 1979 there were 194,429 academic and occupational students in Washington's colleges. Tenth day enrollment in humanities courses was 22,369, which means that only 12 percent of all credit students were enrolled in a humanities class. This compares with 33 percent nationwide. The above figures are another striking indication that the current trends in student enrollments in occupational and career courses and more apparently relevant subjects are adversely effecting the humanities.

These figures should also indicate that a curriculum structured around transfer oriented courses is not meeting the needs of the vast majority of today's students. Unless changes in course subject matter and format are forthcoming, enrollments in the humanities disciplines may fall even lower and certain areas (i.e., ethnic/area studies, cultural geography, and history/appreciation of theater and film) may even disappear from the two-year college curriculum.

The impetus for change is present. The Director of the State Board for Community College Education is committed to the humanities and to bolstering their role in Washington's community colleges. In addition, the Humanities Project is intended to promote renewed interest and discussion on the humanities, stimulate innovative approaches and activities to attract more students, and to assist faculty in reversing the current enrollment pattern.

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PROJECT REPORT # 9: SEPTEMBER WORKSHOP

Following is a report on "The Role of Humanities in Vocational Education" workshop held at Olympic College on September 18. Polly Zanetta, David Story, and Randy Beckwith conducted the workshop. A morning and afternoon session were held. In attendance were fifty humanities and vocational instructors, facilitators, deans, and counselors from Olympic, Green River, Shoreline, Grays Harbor, Bellevue, Olympia Technical, and Peninsula Colleges and from the University of Washington.

Polly Zanetta organized the workshop, assembled the materials, and set the agenda. David Story opened each session with an overview of the changed position of vocational education in Washington's community colleges over the last twelve years. He then discussed how humanities and vocational education can complement and reinforce each other. Quotations from leaders in various fields were used to highlight the necessity of providing individuals with more than job related training if society wishes its members to find satisfaction in their work and in their lives. The appropriateness of the comprehensive community college to assume the role of interweaving the humanities into vocational programs was underscored by Mr. Story.

Ms. Zanetta and Ms. Beckwith then outlined five basic approaches that can be used to integrate the humanities into occupational curricula:

- designing an interdisciplinary humanities course;
- creating a specialized humanities course targeted for specific occupational students;
- revising an existing humanities course so that the content is tailored for certain programs;
- creating humanities modules that deal with issues and content pertinent to a vocational area;
- preparing resource materials such as bibliographies, study guides, study questions, etc.

Examples of the various approaches were presented and supplementary descriptive material and course syllabi were enclosed in a workshop packet for each participant.

The interdisciplinary courses at several community colleges - Yakima Valley, Hagerstown (Maryland), Miami-Dade (Florida). amd Valencia (Florida) - were described and the differences and similarities in each college's approach were noted. By videotape Louis Schlegel, Chairman of the Humanities Department at Valencia, presented his department's goals for humanities courses and the steps by which these goals were determined. He also discussed the competencies that students can and, at Valencia, do achieve through the study of the humanities; elaborated on Valencia's approach for convincing occupational directors and

employers in various fields as to the value of the humanities; and noted both the tremendous amount of work and the rewards in using this approach.

Highline College's new course "Literary Reflections on Living/Suffering/Dying" and Johnson County's (Kansas) "Ethical Issues in American Health Care," both designed primarily for nursing and allied health students, were described as examples of courses targeted for specific occupational areas. Via amplified telephone Walter Coole from Skagit Valley detailed how he had redesigned several philosophy courses for students in different occupations. Utilizing the Open Classroom, a multidisciplinary learning lab, Mr. Coole individualized course content on ethics and other topics. The problems of instituting educational change were also enumerated. The telephone hookup allowed a question and answer period concerning Mr. Coole's approach.

Johnson County's (Kansas) experience in designing and implementing humanities modules for law enforcement and business programs and their utilization of humanities instructors as resource people for instructors in occupational curricula were described by Ms. Beckwith. The content of the modules and the problems and success of this approach were touched upon.

The workshop then broke into small discussion and idea generation groups each with an assigned leader. Half of the groups responded to the question: What can vocational instructors do to join with the humanities? and the other half worked on the question: What can humanities instructors do to join with vocational education? Each person spent a few minutes writing down as many responses as possible to the assigned question. Next, each member presented one idea from his/her list orally and it was recorded on a large chart by the group leader. This continued until all the unduplicate ideas were presented. Each group discussed the listed ideas. To conclude this portion of the workshop, each participant set some goals that he/she would like to accomplish in joining vocational education with humanities. The goal statements were collected and will be given to a humanities facilitator or occupational liaison on the individual's campus.

Mr. Story reviewed the Funding Campus Projects procedures and encouraged those present to submit preliminary proposals by September 30. Participants were advised that some of the ideas generated in the small groups or ideas based on the courses and modules presented in the workshop could be used as the basis of a preliminary proposal.

Each attendee filled out a workshop evaluation. The evaluations indicated that all the participants found the workshop useful and they were stimulated and encouraged by the reported strategies which are in progress on various campuses. Participants noted that it would have been helpful to allocate more time for discussion and a number would have liked the opportunity to share information among the groups. These comments will be incorporated in the planning of future workshops.

The videotape prepared by Mr. Schelegel is available for use by other campuses. In addition, another videotape by Thelma Altshuler and Richard Janero from Miami-Dade explaining their interdisciplinary course "The Art of Being Human" and its use with vocational students is available. Those interested should contact Polly Zanetta at Olympia College.

The workshop is being conducted as part of "Revitalizing the Humanities in the Community College", a State Board for Community College Education project